



Beyond Basics: Relationships and Student Engagement

Richard Jones, Ph.D.
Student of Learning



Students Are Disengaged!



A faint background image of a globe with a hand holding it, rendered in shades of blue and yellow. The globe shows the continents of North and South America.

Issues Around Student Engagement

*Less of a Problem,
About the Same
More of a Problem*

A large, faint background graphic of a globe. A hand is shown holding the globe from the top right, with the thumb and index finger visible. The globe is light blue and yellow, and the hand is a darker blue.

Issues Around Student Engagement

Why the Change?

Secondary

Why do Students drop out? the vast majority said they left school because:

- classes weren't interesting (47%)
- they missed too many days and could not catch up (43%)
- they had too much freedom and not enough rules in life (38%)

Factors that dropouts thought might have kept them in school, including:

- more real-world learning opportunities (81%)
- smaller classes with more individual instruction (75%)
- better communication between parents and schools and more involvement from parents (71%)

Secondary

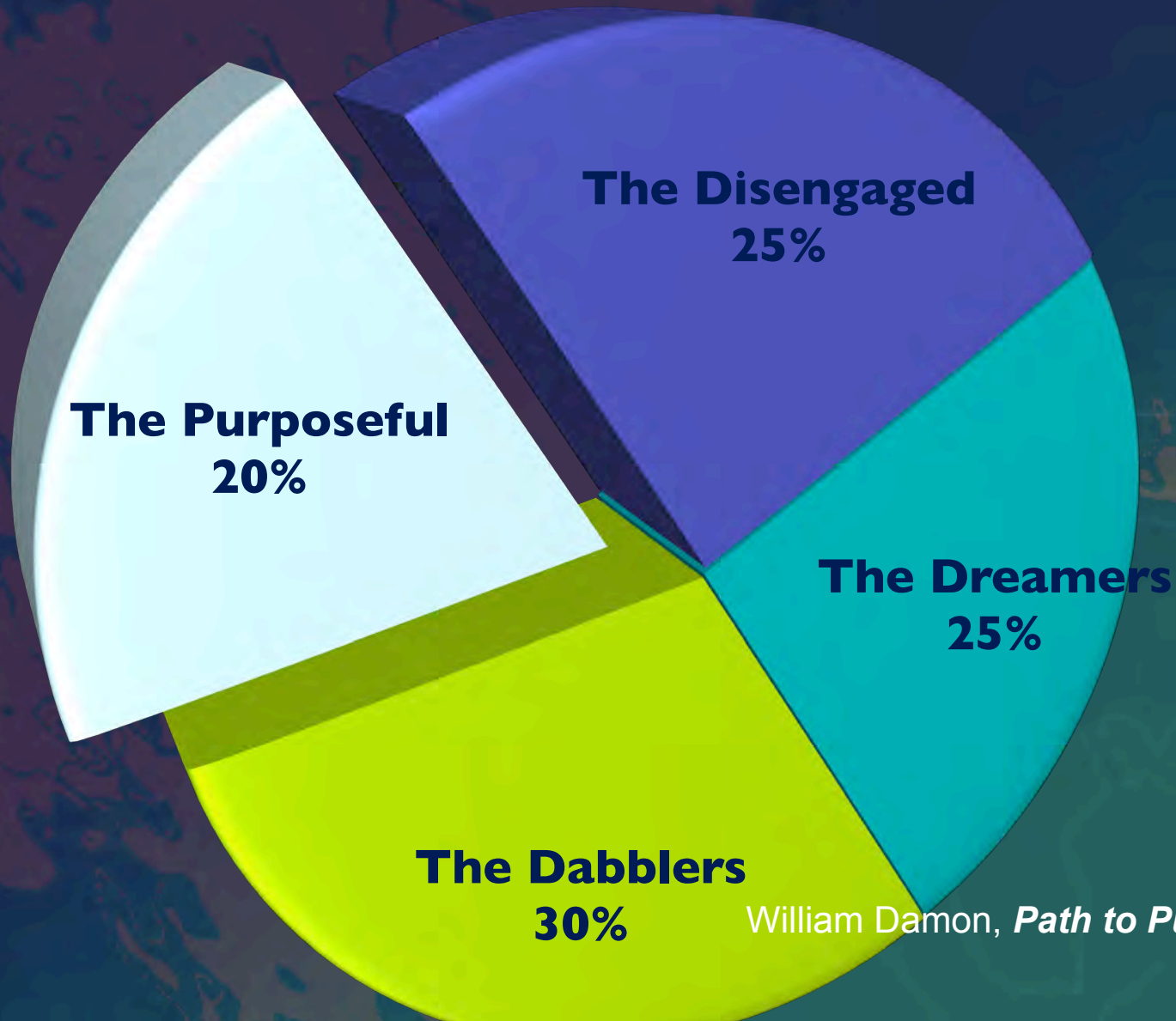
40% of the students (37% of females and 47% of males) indicated that they had never or only sometimes worked on a paper or project using information from several sources

Only 37% of all respondents indicated that they frequently made presentations in class.

Only about half agreed they are challenged to do their best work at school, and less than half (47%) said that their school work makes them curious to learn about other things.

Slightly more than half of the respondents agreed that they put forth a great deal of effort in their school work.

Percentage of Youth 12-26 Purposeful



William Damon, *Path to Purpose* 2008

Silent Epidemic

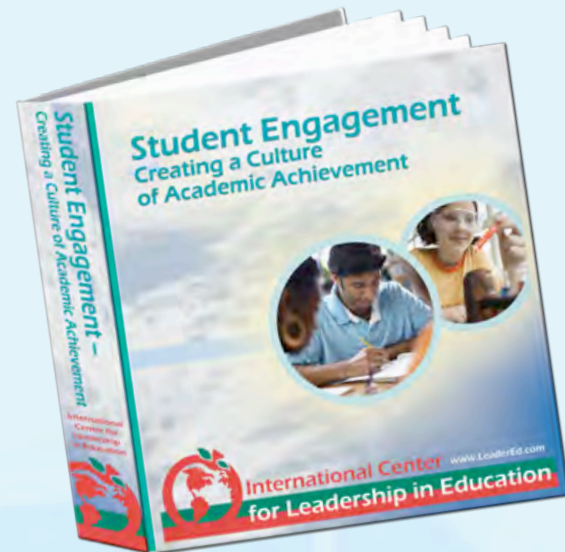




Student Engagement

Creating a Culture of Academic Achievement

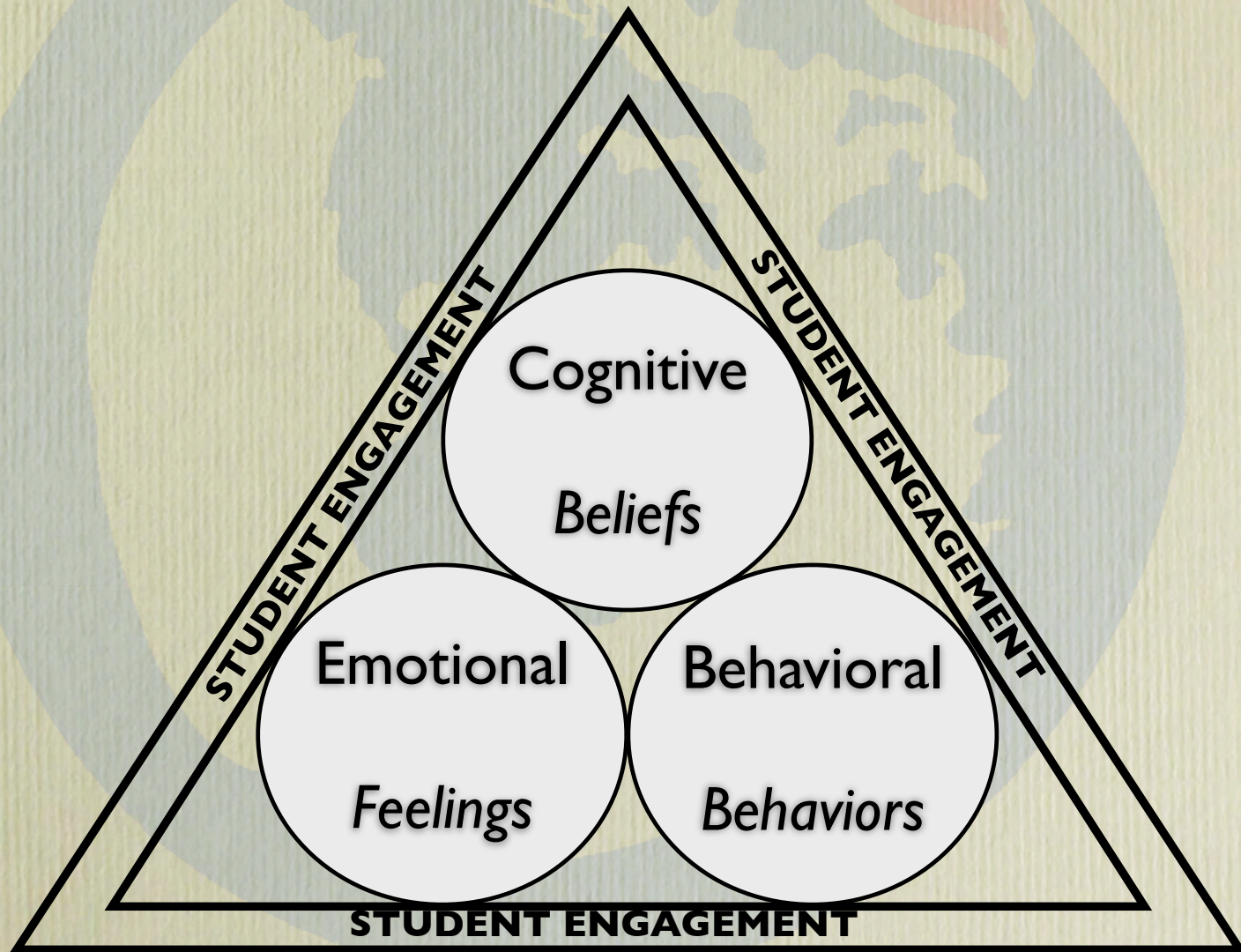
- Make engagement a data-driven process
- Develop engagement-based teaching and learning
- CD with professional development activities plus DVD



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Culture to Support Academics series

Domains of Engagement





Engagement-based Learning and Teaching

Preconditions



Build Relationships



Relationships

Essential Relationships In Schools

- ☒ Learning
- ☒ Staff
- ☒ Professional
- ☒ Community

Relationships are Essential to Student Learning

Result of combination of support from:

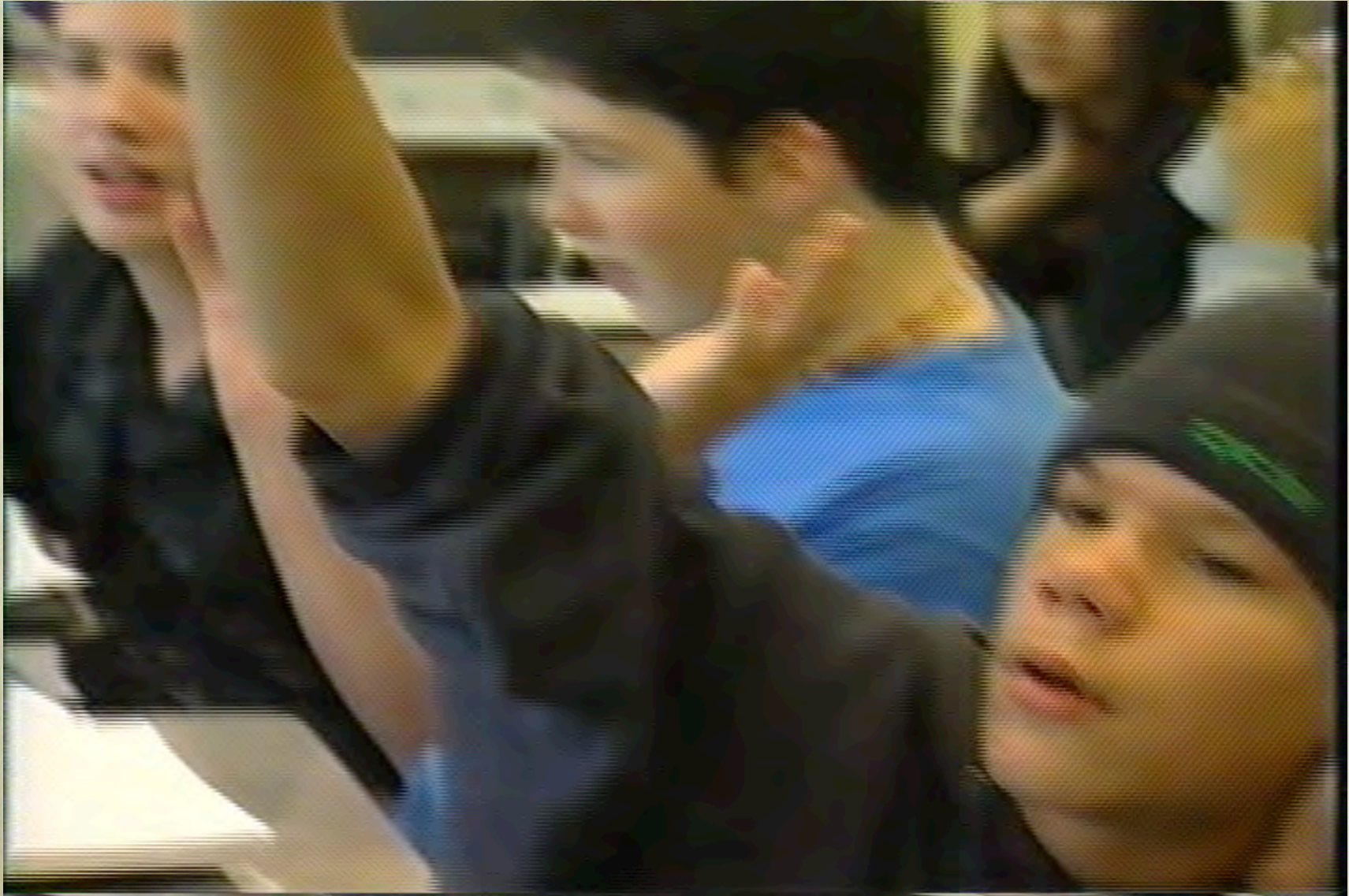
★ Family

★ Teachers

★ Peers

★ Community

Student Voices





Rigor

Relevance

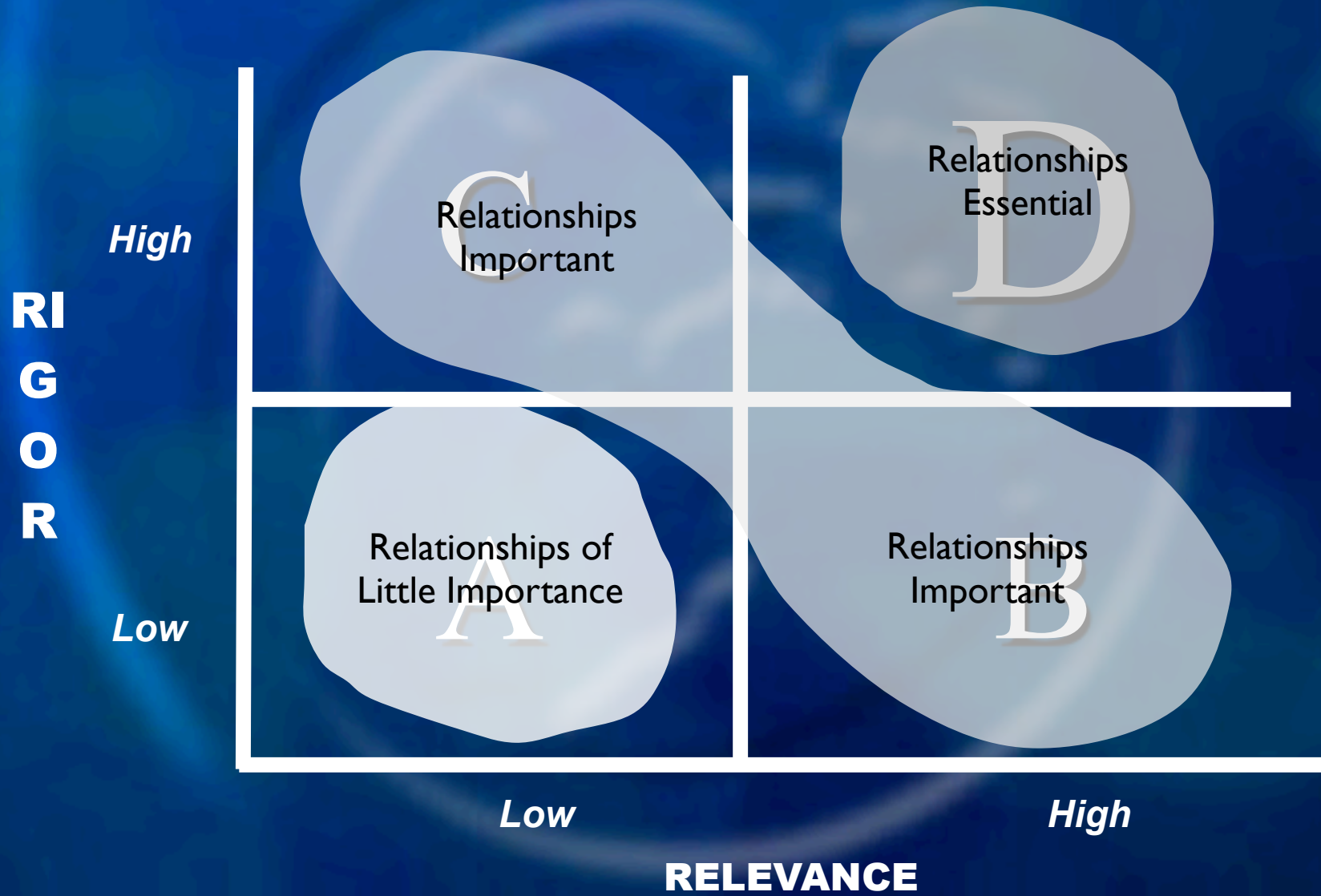
Relationships

Everyone needs support when they take new risks



Rigor/Relevance Framework

Relationships





Relationship Framework

Relationship Model

- 0. Isolated
- 1. Known
- 2. Receptive
- 3. Reactive
- 4. Proactive
- 5. Sustained
- 6. Mutually Beneficial

Relationship Model - Student Support

1. Known	Teachers get to know students and their families
2. Receptive	Have frequent contact with students and show interest
3. Reactive	Some positive support when requested, but sporadic
4. Proactive	Support from individuals that take the initiative.
5. Sustained	Fully supported from all individuals over time
6. Mutually Beneficial	Mutually supportive learning community

My Voice Student and Staff

Question	Students	Staff	Question
School is a welcoming and friendly place	??	??	School is a welcoming and friendly place
Students respect teachers	??	??	Students respect me
Teachers respect students	??	??	I respect students
Teachers have fun at school	??	??	I have fun at school
Teachers encourage me to make decisions	??	??	I encourage students to make decisions
Teachers enjoy working with students	??	??	I am excited to be working with students

Supportive Relationships Successful Practices

- ☒ **Behaviors**
- ☒ **Initiatives**
- ☒ **Structures**

Supportive Behaviors

- ◆ Showing Respect
- ◆ Taking Interest
- ◆ Active Listening
- ◆ Frequent Contact
- ◆ Encouragement
- ◆ Avoiding “Put Downs”
- ◆ Displaying Student Work
- ◆ Writing Encouraging Notes
- ◆ Identifying Unique Talents
- ◆ Celebrating Accomplishments
- ◆ Serving As Role Model
- ◆ Using One-to-One Communication
- ◆ Encouraging Students to Express Opinions/Ideas
- ◆ Creating Inviting Classroom Climate
- ◆ Exhibiting Enthusiasm
- ◆ Using Positive Humor
- ◆ Students Praising Peers

Supportive Initiatives

- ◆ **Character Education**
- ◆ **Beginning of the Year Student Social Activities**
- ◆ **Team Building**
- ◆ **Mentoring**
- ◆ **Rewards, Recognition, Incentives**
- ◆ **Student Advocacy**
- ◆ **Advisement Program**

Supportive Initiatives, cont'd.

- ◆ **Peer Mediation**
- ◆ **Students as Teachers**
- ◆ **Family, Community, Business Partnerships**
- ◆ **Service Learning**
- ◆ **Extra and Co-curricular Activities**
- ◆ **Sports Programs**

Supportive Structures

- ◆ **Small Learning Community**
- ◆ **Alternative Scheduling**
- ◆ **Team Teaching**
- ◆ **Teacher Continuity**
- ◆ **School-based Enterprise**



In The Classroom

	Classroom Mgt.	Relationship Building
Rules	Mandated	Negotiated
Power	Without Question	With Respect
Effectiveness	Passive and Quiet	Engaged
Risk Taking	Discouraged	Encouraged
Control	Negative Punishment	Positive Reinforcement
Teacher Role	Absolute Attention	Source of Encouragement
Voice	Public Pronouncements	Private Conversations

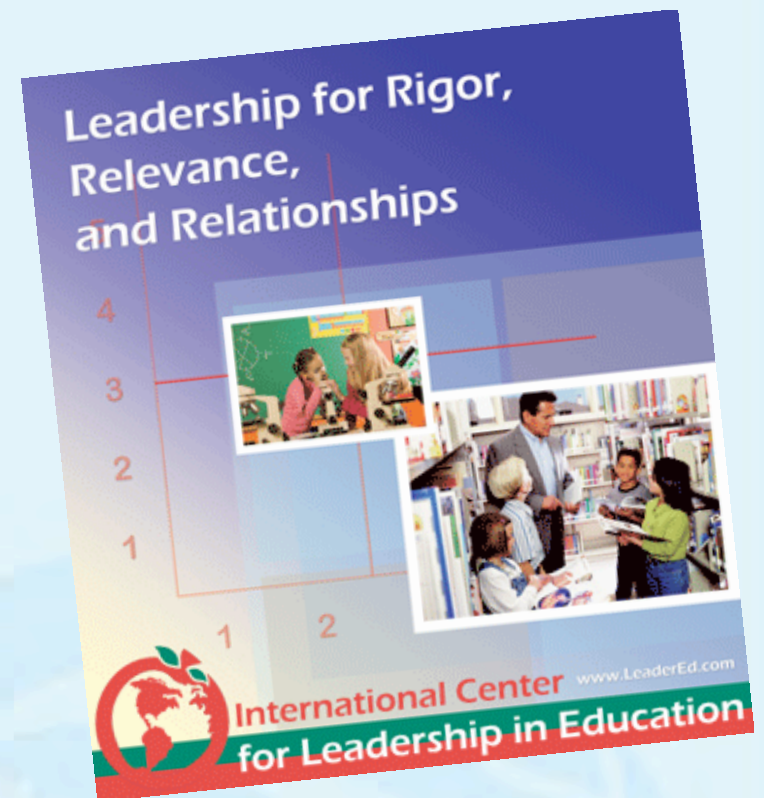
Staff Relationships

1. Known	Staff members know each other personally, including their interests, aspirations, and challenges.
2. Receptive	Teachers, support staff, and leaders have frequent contact and respect each other's contributions to the school environment. All exhibit behaviors of interest in others.
2. Reactive	There are many examples of teachers or support staff working together, and staff members consistently and eagerly help when requested.
3. Proactive	Strong levels of collaboration exist, and there is obvious ongoing commitment in team teaching, mentoring new teachers, and professional development.
4. Sustaining	There is demonstrated ongoing collaboration from all staff over a significant period of time. New staff members are incorporated into the school culture of collaboration.
5. Mutually Beneficial	Staff members work as a total community committed to each other and to school goals.



Leadership for Rigor, Relevance, and Relationships

- Supports K-12 administrators in leadership roles to create a culture of rigor, relevance, and relationships
- Case studies, tools, and staff development activities included



Preview this publication at <http://store.leadered.com/>



Engagement-based Learning and Teaching

Preconditions

- ☒ **Build Relationships**
- ☒ **Reflect on Grading and Rewards**
- ☒ **Commit to Guiding Principles**
- ☒ **Practice Student Habits**
- ☒ **Develop Foundation Skills**

School Climate and Culture Characteristics for Engagement

Student Needs

- *Voice*
- *Belonging*
- *Choice*
- *Freedom*
- *Imagination*
- *Success*

School Climate and Culture

Characteristics for Engagement

Student Needs

- *Voice*
- *Belonging*
- *Choice*
- *Freedom*
- *Imagination*
- *Success*

Schools Need to Provide

- *Equity*
- *Community*
- *Opportunity*
- *Responsibility*
- *Challenge*
- *Expectations*



Engagement-based Learning and Teaching

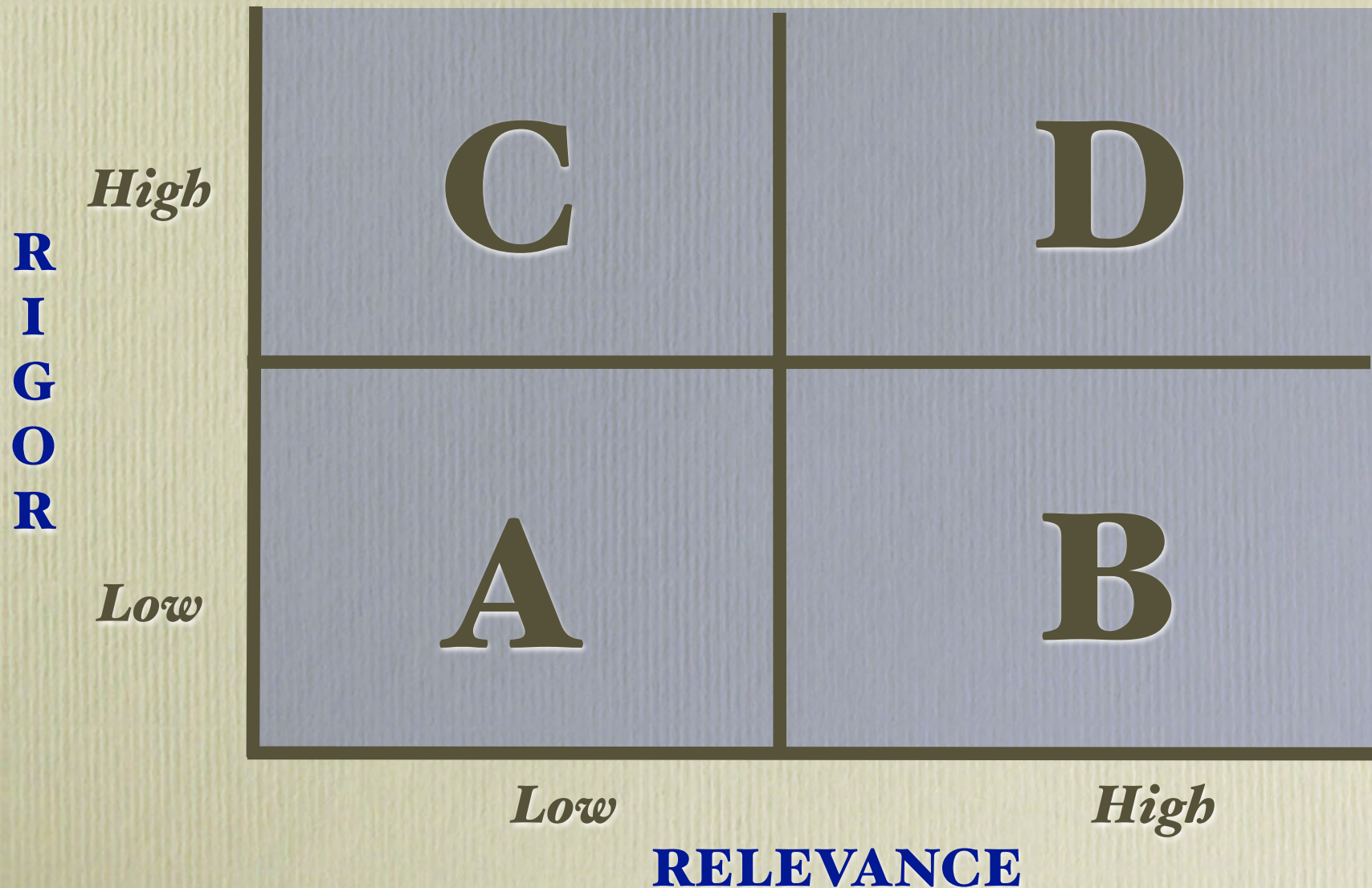
Pedagogy

 **Design for Rigor/Relevance**

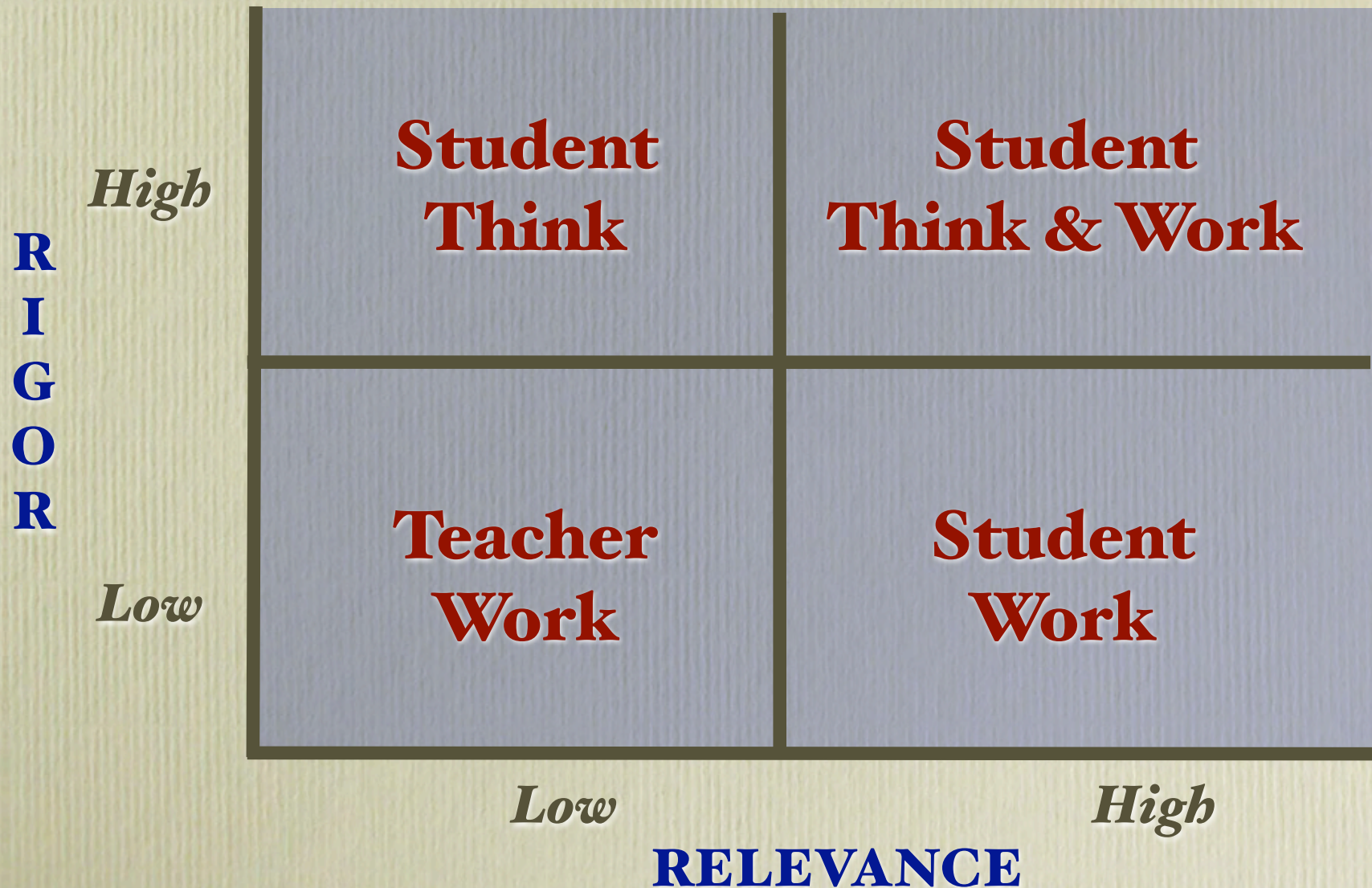
Design for Rigor/ Relevance



Rigor/Relevance Framework



Rigor/Relevance Framework





Engagement-based Learning and Teaching

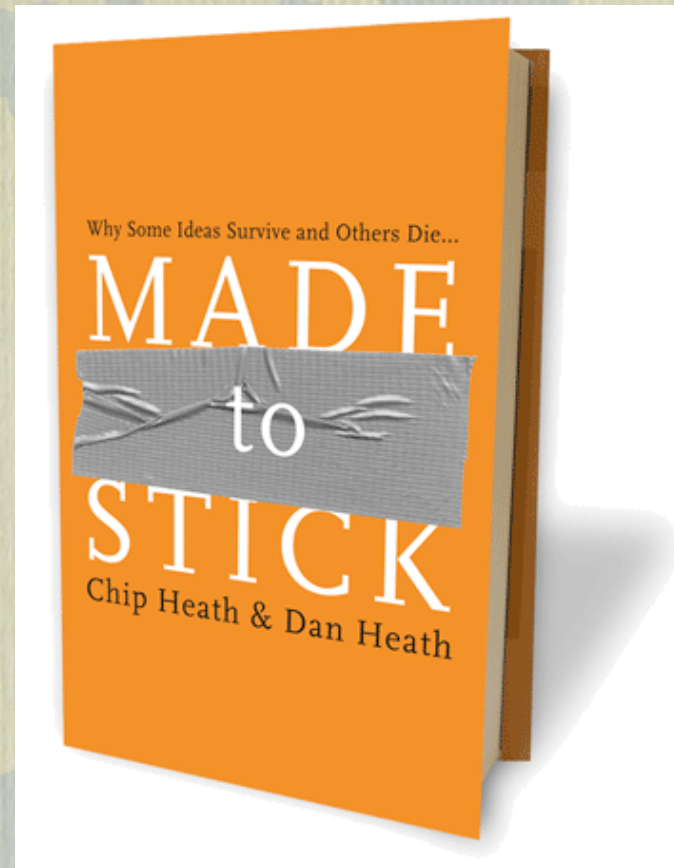
Pedagogy

- ☒ **Design for Rigor/Relevance**
- ☒ **Personalize Learning**
- ☒ **Use Active Learning Strategies**

Active Learning Strategies

- 
- Brainstorming
 - Community service
 - Compare and contrast
 - Cooperative learning
 - Creative arts
 - Games
 - Group discussion
 - Inquiry
 - Instructional technology
 - Internship
 - Presentations/exhibitions
 - Problem-based learning
 - Project design
 - Research
 - Simulation/role playing
 - Socratic seminar
 - Total physical response
 - Work-based learning

Made to Stick by Chip and Dan Heath





Six Principles

- **Simplicity**
- **Unexpectedness**
- **Concreteness**
- **Credibility**
- **Emotions**
- **Stories**

The Curse of Knowledge



Unexpectedness





Six Principles

- **Simplicity**
- **Unexpectedness**
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Engagement-based Learning and Teaching

Pedagogy

- ☒ **Design for Rigor/Relevance**
- ☒ **Personalize Learning**
- ☒ **Use Active Learning Strategies**
- ☒ **Have Literacy Focus**
- ☒ **Attend to Classroom Environment**



Engagement-based Learning and Teaching

Pre-Conditions

- Relationships
- Guiding Principles
- Rewards/Grading System
- Student Habits
- Fundamental Skills

Pedagogy

- Design for RR
- Active Learning Strategies
- Personalized
- Literacy-focus
- Environment

Observation of Student Engagement

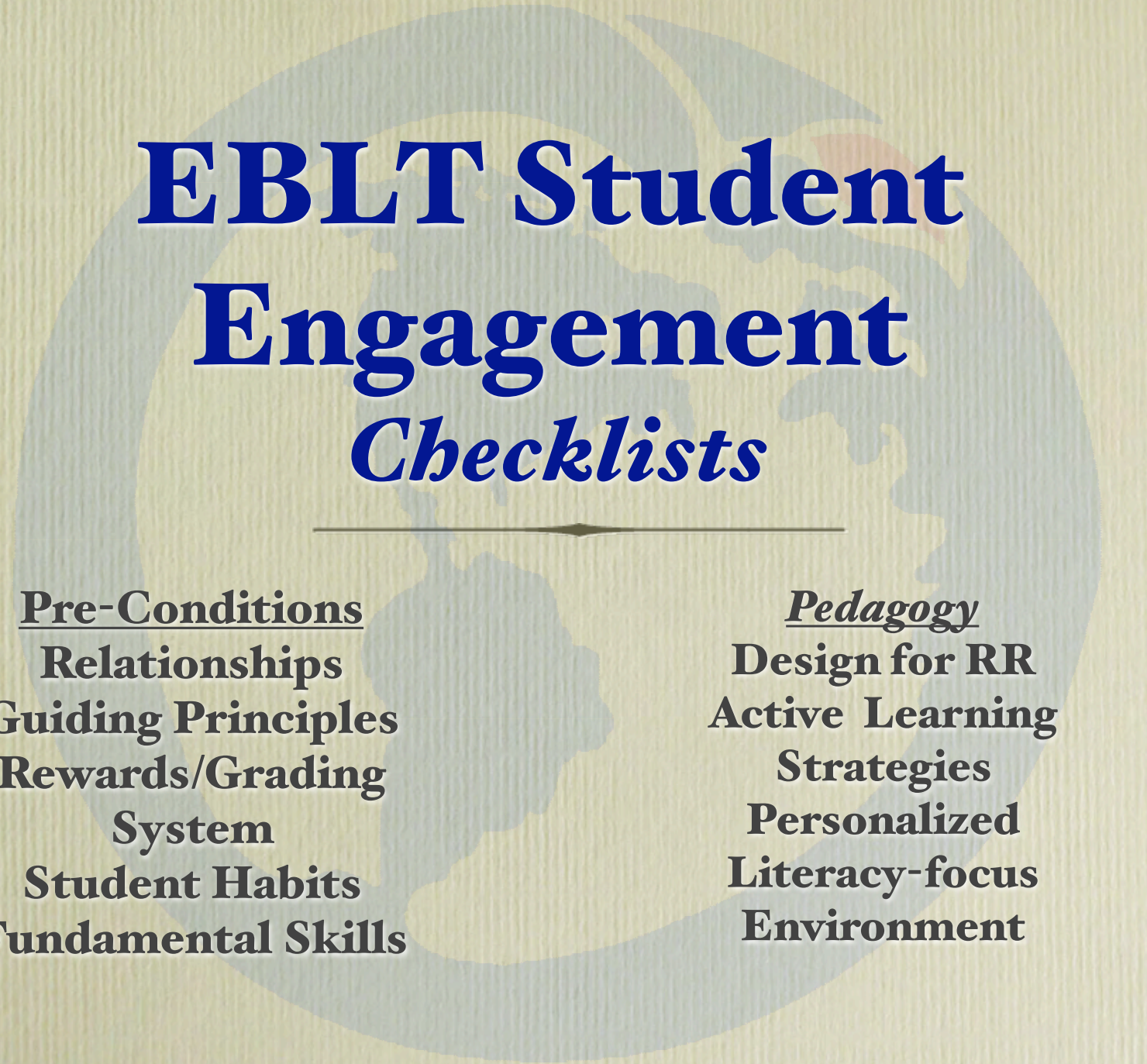
Walkthrough Checklist

Observe

**Positive Body Language
Consistent Focus
Verbal Participation
Student Confidence
Fun and Excitement**

Perceive

**Individual Attention
Clarity of Learning
Meaningfulness of Work
Rigorous Thinking
Performance Orientation**



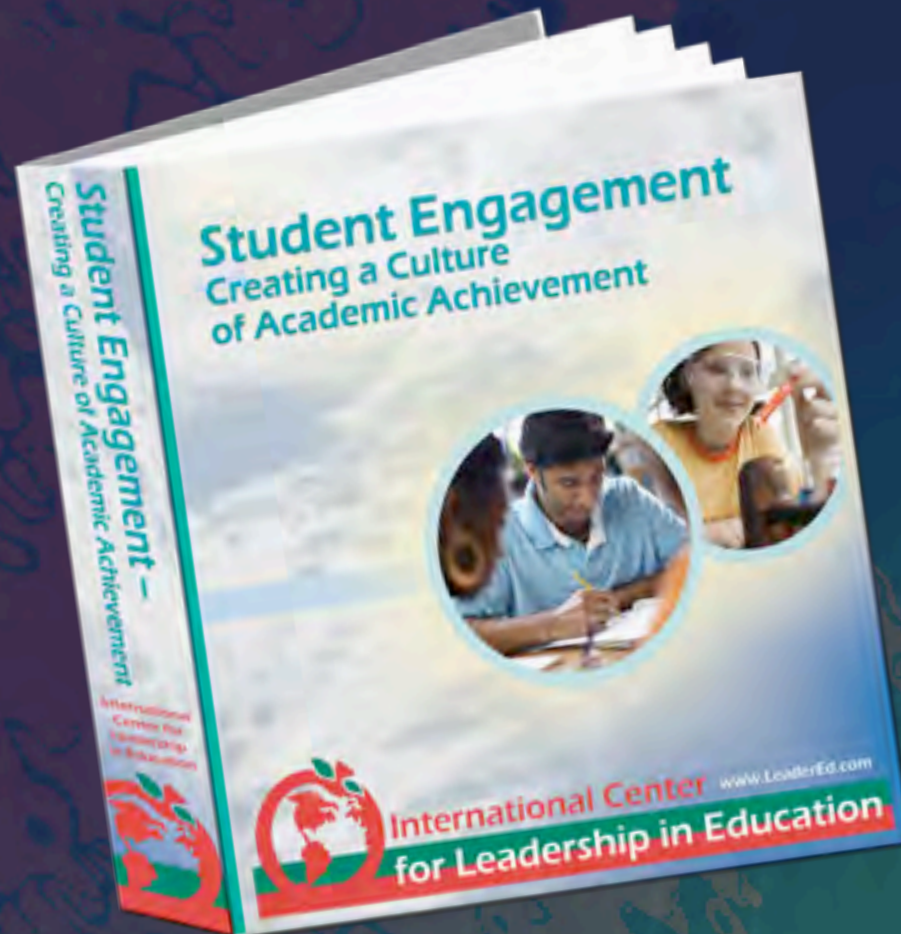
EBLT Student Engagement *Checklists*

Pre-Conditions

**Relationships
Guiding Principles
Rewards/Grading
System
Student Habits
Fundamental Skills**

Pedagogy

**Design for RR
Active Learning
Strategies
Personalized
Literacy-focus
Environment**



Student Perspective

**Listen, students
will tell you how
to engage them!**

